



APA JOINT PROVIDER PROGRAM

Activity Application Training

Accreditation and Compliance Department | Division of Education

INTRODUCTIONS



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Acting Chief | Managing
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Education



**YADASHE (YADI) BELAY,
MSA**
Director, Accreditation and
Compliance



ALLY BROWN, MS
Associate Director,
Online Learning



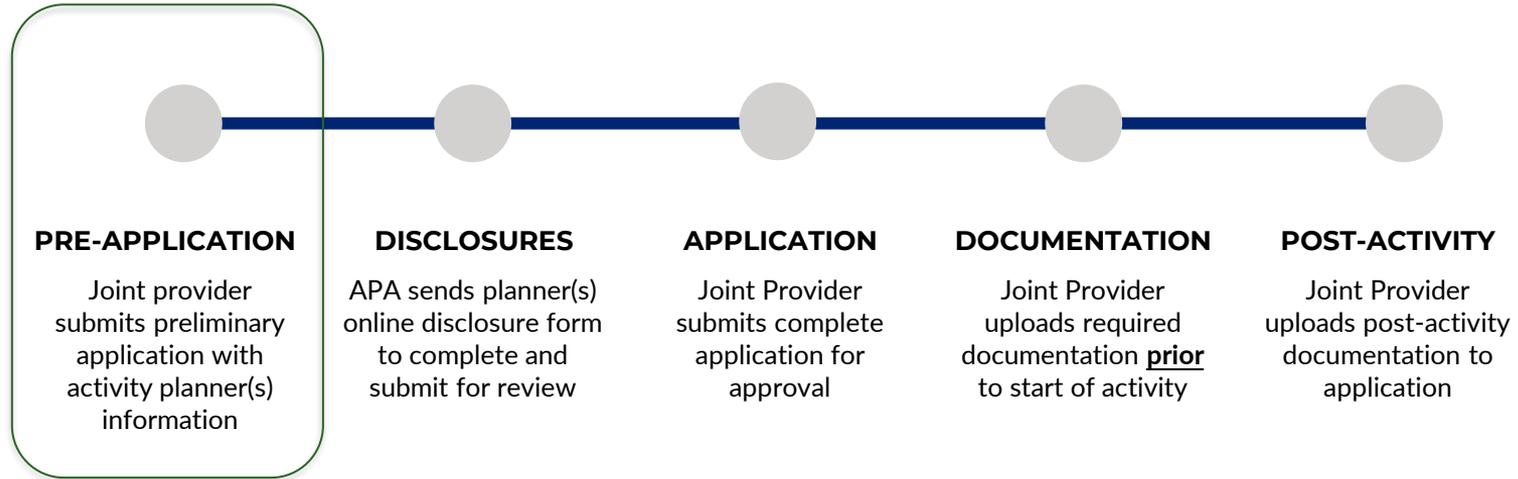
SUE O'BRIEN
CME Consultant, Steve
Passin & Associates

AGENDA

- Activity Pre-application
 - Funding and In-Kind Support
 - Financial Disclosures
 - Resolving COI
- Application Questions
- Marketing and Onsite Materials
- Q&A

PRE-APPLICATION QUESTIONS EXTERNAL FUNDING

ACTIVITY APPLICATION PROCESS



PRE-APPLICATION – OUTSIDE FUNDING

Indicate possible outside funding sources.

- Government Grant, Insurance Company or other Non-commercial Grant (e.g., a grant from the NIH)
- Ineligible Company - Pharmaceutical company
- Ineligible Company - Medical device company
- Other Ineligible Company
- No outside funding

Please list the names of any ineligible companies providing funding to your organization for this activity.



Please explain for what purpose you will use these outside funds.



Accepted Funding

- Government grants
- Insurance companies
- Foundations and other 501c3 orgs
- Exhibitor and advertising
 - Needs to be kept separate from education
 - Notify Learners that they are leaving ed event and have choice to go to exhibitors
 - Budget not required

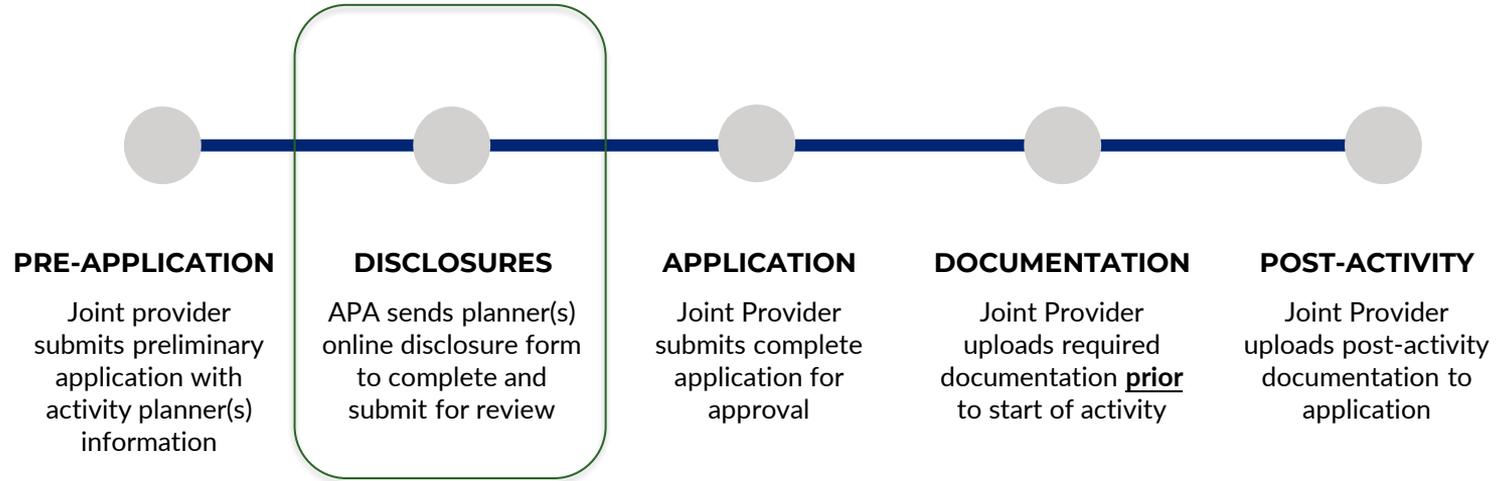
Not Accepted Funding

- Ineligible Companies:
 - Pharmaceutical Companies
 - Medical Device Companies
 - Medical Wearable
 - Other

APA will not jointly sponsor activities from Joint Providers when commercial support/in-kind support is sought or accepted.

FINANCIAL DISCLOSURES & RESOLVING CONFLICTS OF INTEREST

ACTIVITY APPLICATION PROCESS



PLANNER AND FACULTY DISCLOSURE FORM

Disclosure Form Required By The ACCME Standards for Integrity and Independence

Name of Individual: **Dr Kay Acevedo,**

Title of CME/CE program: **TEST TEST2**

Date and Location of the CME Program (or if an enduring material, the date of release): **test**

Individual's Role(s) in This Educational Activity (check all that apply):

- Planner (e.g., planning committee, course director, editor, CE staff):
- Faculty, Author
- Moderator, Panelist
- Content Reviewer
- Other specify below

Describe your role if you selected "other" above:

Relationships with ineligible companies

Please disclose all financial relationships that you have had in the past 24 months with ineligible companies (see definition below). For each financial relationship, enter the **name** of the ineligible company and the **nature** of the financial relationship(s). There is no minimum financial threshold. We ask that you disclose all financial relationships, regardless of the amount, with ineligible companies.

Enter Name of Company with Whom You Have a Financial Relationship

[A company is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. Types of organizations for which you must disclose your financial relationships are as follows: (1) biomedical startups that have begun a governmental regulatory approval process; (2) compounding pharmacies that manufacture proprietary compounds; (3) device manufacturers or distributors; (4) diagnostic labs that sell proprietary products; (5) growers, distributors, manufacturers or sellers of medical foods and dietary supplements; (6) manufacturers of health-related wearable products; (7) pharmaceutical companies or distributors; pharmacy benefit managers; and (8) reagent manufacturers or sellers.]

Example: Pfizer Pharmaceuticals

Enter the Nature of the Financial Relationship

[Examples of financial relationships include employee or executive role or an owner (of a pharmaceutical or medical device manufacturer), researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, individual stocks and stock options should be disclosed, but diversified mutual funds do not need to be disclosed. Research funding from companies should be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds.]

Example: Consultant

Has the Relationship Ended?

[If the financial relationship existed during the last 24 months, but has now ended, please check the box in this column. The Division of Education will use this information to determine if any mitigation steps need to be taken]

✓

OR

In the past 24 months, I have not had **any** financial relationships with companies as defined on this page.

Additional Funding from Ineligible Companies

I have not and will not accept any honoraria, additional payments or reimbursements directly from an ineligible company for my participation in this activity.

Executives, Employees, or Owners of Companies Whose Products are Related to Healthcare

Complete these questions if you are an Executive, Employee, or Owner of a company whose products are related to healthcare and patient treatments:

(1) What is your title and role at the Company?

(2) Will the content of your presentation:

- Contain any references to the business lines or products of your employer/company?
- Be limited to basic science research, such as pre-clinical and drug discovery, or the methodologies of research, and not make care recommendations?

After receiving the disclosure form and reaching a determination if reported relationships are relevant, Education Division staff determine if it is a *resolvable or irresolvable* COI.

Irresolvable COI

- Eliminate or Replace that faculty/presenter
- Ensure new faculty have no relevant COI or follow steps to mitigate any resolvable COI

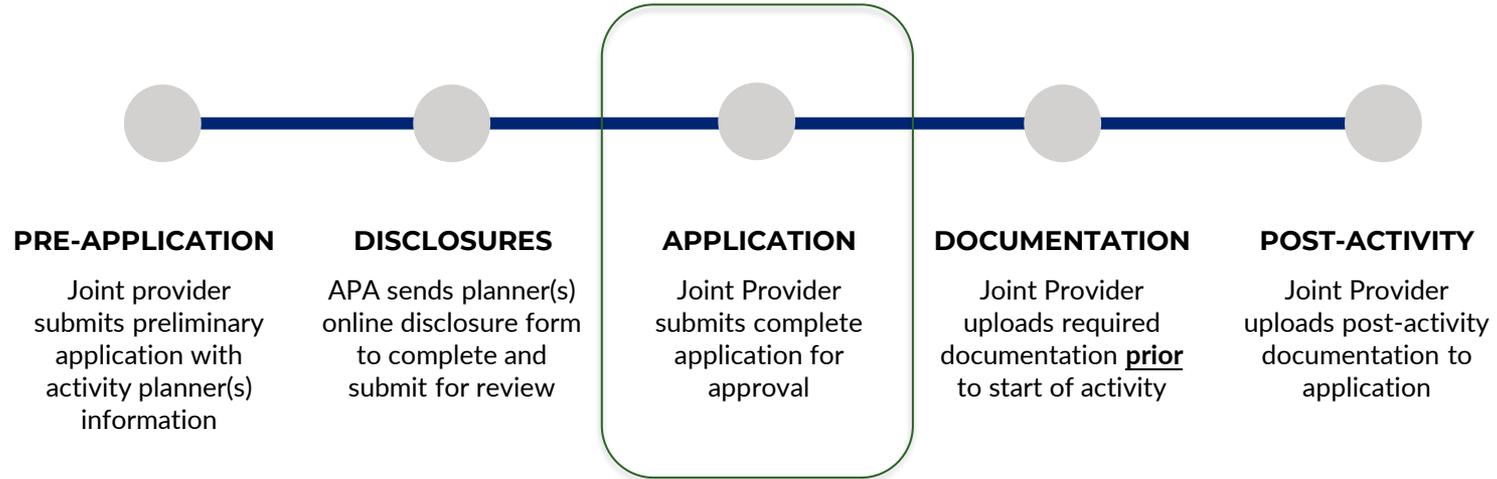
After receiving the disclosure form and reaching a determination if reported relationships are relevant, Education Division staff determine if it is a **resolvable or irresolvable** COI.

Resolvable COI

- Presentation reviewed by a nonconflicted reviewer to ensure it is fair, balanced, and free of commercial bias
- Reviewers complete APA Content Review Form
- If Content is determined to have commercial bias, lack of fair balance, or other issues related to the clinical content validation policies, the content in question will not be allowed to be presented until it is modified to ensure it is fair-balanced and unbiased.
- Re-reviewed by the appropriate assigned reviewer.
- Planner completes APA Documentation of Mitigation Strategies Form

APPLICATION QUESTIONS

ACTIVITY APPLICATION PROCESS



CORE COMPETENCIES

Which core competencies will this activity address?* (if this is an interprofessional activity, be sure to include the bolded Team Competencies)*

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice
- Provide Patient-Centered Care
- Work in Interdisciplinary Teams**
- Employ Evidence-Based Practice
- Utilize Informatics
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication**
- Teams and Teamwork**
- Other Competency(ies)

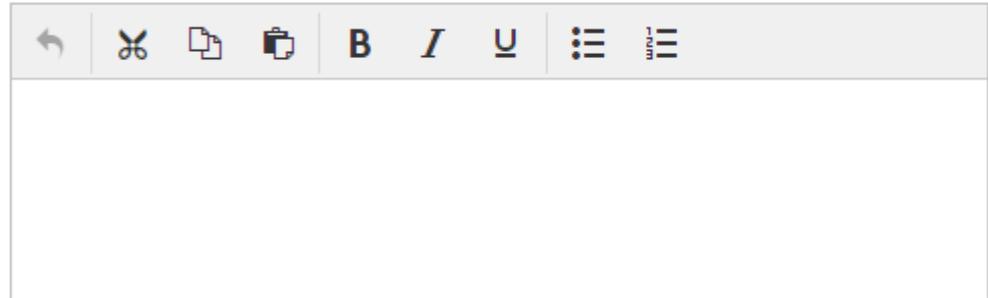
TARGET AUDIENCE

Who is the PRIMARY target audience for this activity?*

- Medical students
- Residents/Fellows
- Psychiatrists
- Non-psychiatrist Physicians
- Psychologists
- Social Workers
- Nurses
- Other mental health professionals

PROFESSIONAL PRACTICE GAP

What is the problem in practice (gap) that this activity will address? A professional practice gap is defined as the difference between current (what is) and best practice(what should be).*



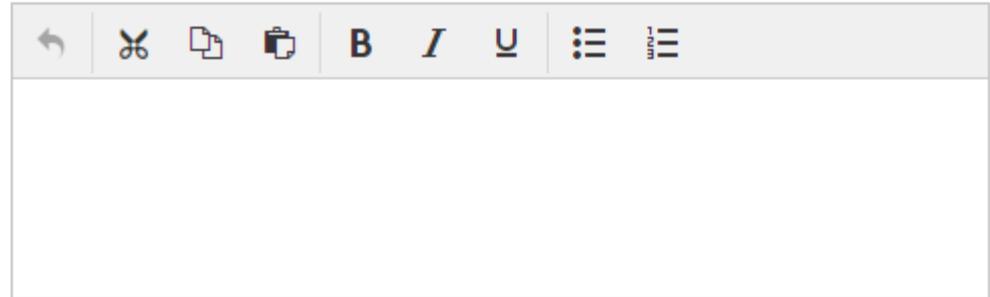
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PROFESSIONAL PRACTICE GAP EXAMPLE

Clinicians often do not provide culturally sensitive care in psychiatric services. Cultural sensitivity increases the probability of a therapeutic relationship by enhancing trust and improving communication between clinicians and patients. Culturally responsive services effectively address health care disparities and increase providers' knowledge of diverse cultures. Clinicians may not be aware of the concept of “brave spaces”. Learners need to know how to bring voice to patients' sociocultural concerns.

LEARNER NEED

Now that you have identified the practice gap of your learners, please tell us what the underlying needs are relative to the gap (is it a knowledge or skill/strategy need?). For example: “The clinical team needs to better understand how to treat and manage XYZ and develop strategies to...”*



A rich text editor toolbar with the following icons from left to right: a back arrow, a scissors icon for cut, a document icon for copy, a clipboard icon for paste, a bold letter 'B', an italicized letter 'I', an underlined letter 'U', a list of three dots for bulleted list, and a list of three horizontal lines for numbered list. Below the toolbar is a large, empty white rectangular text area.

LEARNERS NEED EXAMPLE

Learners need to understand how culturally sensitive communication impacts medication management.

Learners also need a strategy to incorporate culturally sensitive care into everyday practice.

CHANGES IN LEARNERS - PERFORMANCE

Please indicate what this activity is designed to change:
(check all that apply)

- Skills/Strategies (the ability of the clinical team to apply the knowledge learned to practice strategies)
- Performance (focused on actual changes that the clinical team will implement in their practice)
- Patient outcomes (determination of the impact of the educational intervention)

Explain how this activity is designed to change learners' skills/strategy, performance, or patient outcomes.*

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CHANGES IN LEARNERS – PERFORMANCE EXAMPLE

Increase knowledge about different ways to have conversations about cultural and social factors and incorporate new strategies that will lead to better medication management and outcomes for patients.

CHANGES IN LEARNERS – SKILLS/STRATEGIES (NEW)

Please indicate what this activity is designed to change:
(check all that apply)



Skills/Strategies (the ability of the clinical team to apply the knowledge learned to practice strategies)



Performance (focused on actual changes that the clinical team will implement in their practice)



Patient outcomes (determination of the impact of the educational intervention)

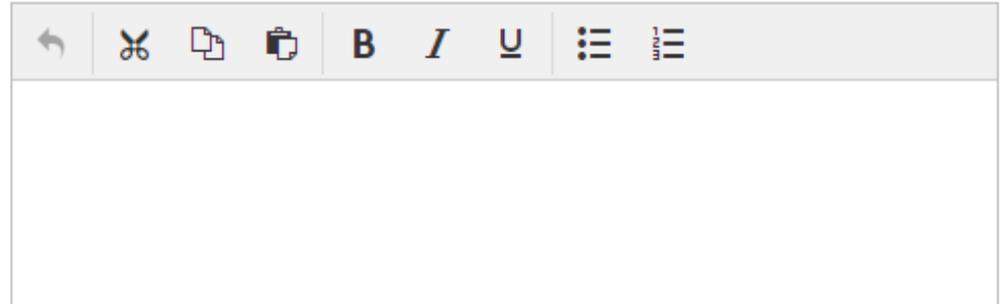
Explain how this activity is designed to change learners' skills/strategy, performance, or patient outcomes.*



Undergraduate training does not offer programs that enable physicians to practice their leadership skills, nor do schools and academic hospitals train and educate physicians on the unique culture that emerges in a healthcare setting. Learners need strategies to collaborate with the healthcare team to improve processes and enhance patient care.

LEARNING OBJECTIVES

List the learning objectives. Learning objectives should be actionable incorporate words like “apply”, “utilize”, “analyze”, etc. and do not use words such as “learn” or “understand”. [Click here](#) to view Guidelines for Developing Learning Objectives*

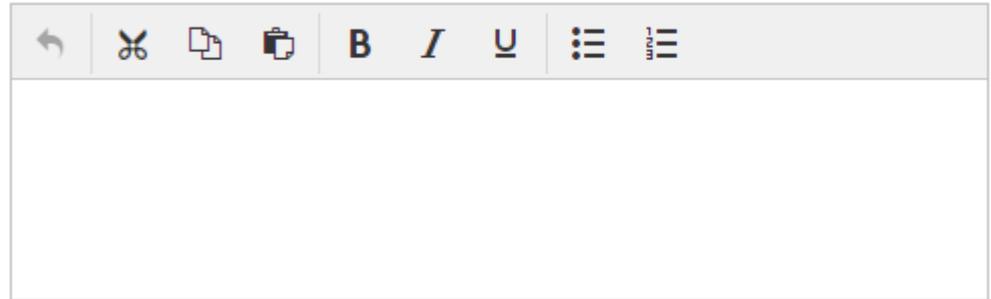


LEARNING OBJECTIVES EXAMPLE

- Critically study, review, and integrate specific leadership models, strategies, and skills into practice.
 - Develop communication skills for productive collaboration with other leaders, members of the healthcare team, and patients.
 - Implement plans to engage others effectively in actions and behaviors aimed to achieved leadership objectives and goals.
 - Demonstrate leadership skills when managing project, operational, research, or clinical teams in order to facilitate successful execution of tasks, processes, and projects.
- ** Avoid words or phrases such as think, understand, know, appreciate, learn, comprehend, be aware of, be familiar with, etc. These are not measurable actions.**

SUPPORT STRATEGIES TO SUSTAIN CHANGE

Jointly accredited activities are required to utilize support strategies to sustain change as an adjunct to educational activities. Examples of support strategies are reminders, patient feedback, tools to support implementation of activity goals, etc. Support strategies can be original documents you design or other tools that are already designed by a credible resource. Please indicate one or more support strategies or tools you will use in this activity.



A text editor toolbar with the following icons from left to right: a curved arrow pointing left (undo), a pair of scissors (cut), two overlapping document icons (copy), a document icon with a plus sign (paste), a bold letter 'B', an italic letter 'I', an underlined letter 'U', a bulleted list icon (three horizontal lines with dots), and a numbered list icon (three horizontal lines with numbers).

SUPPORT STRATEGIES EXAMPLE

This activity will utilize the “Depression Anxiety Stress Scale (DASS)” as a tool for both psychiatrists and psychologists to use to measure the magnitude of three emotional states – depression, anxiety, and stress. This tool will help learners evaluate the severity of depression in the patient and contribute to the patient care strategy utilized in treating patients with depression.

MARKETING AND ONSITE MATERIALS

ACCREDITATION AND DESIGNATION STATEMENTS

Please use the accreditation statement and designation statement below on all marketing materials and onsite materials for jointly provided CME activities.

Accreditation and Designation Statement

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the American Psychiatric Association (APA) and [Name of your Organization]. The APA is accredited by the ACCME to provide continuing medical education for physicians.

The APA designates this [live OR enduring] activity for a maximum of [X number of credits] AMA PRA Category 1 Credit™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

* The two statements must be two separate paragraphs. The phrase “AMA PRA Category 1 Credit™” is italicized.

FINANCIAL DISCLOSURE STATEMENT

Planning Committee and Faculty Disclosures

The American Psychiatric Association adheres to the ACCME's *Standards for Integrity and Independence in Accredited Continuing Medical Education*. Any individuals in a position to control the content of a CME activity — including faculty, planners, reviewers or others — are required to disclose all relevant financial relationships with ineligible entities (commercial interests). All relevant conflicts of interest have been mitigated prior to the commencement of the activity.

Planning Committee

[Name of Planner] has the following relevant financial relationships to disclose: *List relationships*

[Name of Planner] has no relevant financial relationships to disclose.

Faculty Disclosures

[Name of Faculty] has the following financial relationships to disclose: *List relationships*

[Name of Faculty] has no relevant financial relationships to disclose.

Reviewer Disclosures

[Name of Reviewer] has no relevant financial relationships to disclose.

**Reviewer disclosures are only needed when faculty have a relevant conflict of interest that requires a review of their educational content. Reviewers must not have any relevant conflicts to be able to review and ensure the content is fair, balanced, and free of commercial bias.*

- Evaluations are a great way to analyze the impact your educational activity will have on the healthcare team and learner needs for your future activities.
- After formal approval of the activity, APA will send an email with a link to the evaluation and instructions for attendees to claim credit.
- Onsite Materials should include information on how your learners can complete an evaluation and claim their CME certificate. **Instructions should only be shared with those that attended the full activity, and not everyone who registered.**
 - APA will follow-up with an evaluation report containing an aggregate summary of results **60 days after the end of an activity.**

QUESTIONS?

THANK YOU!

Contact us with any questions or concerns:

Yadi Belay at ybelay@psych.org

General Inquiries at educme@psych.org